

Sierra College –

Executive Summary for Student Equity Action Plan

-DRAFT-

December 2017

Reducing inequities in educational attainment among disparately impacted student populations requires deliberate and explicit effort. To this end, Sierra College has identified equity as a top institutional priority as part of its re-engineering and guided pathway effort to improve overall student success. This commitment is reflected in the college's on-going strategic plan that has identified the following top 3 goals:

- Achieve equitable access and increase student success, retention and persistence in order to increase the number of students who complete certificates and degrees or transfer to four year colleges and universities while maintaining high levels of academic integrity.
- Identify and close success and equity gaps amongst underserved and/or underrepresented student populations.
- Provide professional growth and develop a climate of inclusion in order to support highly effective and innovative teaching and learning, support services, operations, and collaboration.

Sierra College provides students a learning environment that inspires curiosity and discovery, promotes global responsibility, and fosters opportunity for all. In support of this mission, and to address specifically our equity goals, the College offers a comprehensive array of programs and services that target disparately impacted and underrepresented populations, including the Umoja Community, the Puente project, EOPS, DSPS, TRiO, Guardian Scholars, CAFYES, CalWorks, Veterans Success Center, Student Engagement Centers (includes Cross Cultural Center, PRIDE Center, and Women/Gender Resource Center), and RISE – a new high touch scalable academic support program specifically designed for disparately impacted student groups.

Equity Goals for Required Student Groups

Despite the many programs and services that currently serve underrepresented and at-risk student populations, an equity gap still exists among Sierra College students, most notably for

- a. Native American/American Indian,
- b. African American,
- c. Former Foster Youths students.

These differences are exacerbated within three other sub-groups: males, economically-disadvantaged students, and students with disabilities. [Analysis of campus-based research](#) has informed the target groups for our ongoing equity efforts, and we are mindful that economic disadvantage, part-time status, and gender are also factors in student success. The following matrices are identified as institutional goals in reducing achievement gaps at Sierra College.

- **Access** – we plan to reduce and ultimately eliminate all remaining gaps four years after full implementation of SIERRA PROMISE Plus through:
 - a. Targeted outreach to under-represented student groups through collaboration with community and regional partners at feeder high schools and other regional outreach;
 - b. A re-design of our Summer Bridge program to provide additional support for basic skills students; and
 - c. Clarification of the path for onboarding students to all equity programs of interest.

- **Course Completion** – we plan to reduce and ultimately eliminate all gaps for disparately impacted groups after 4 years of full implementation of the following integrated student success plans, which are supplemented by intrusive counseling, peer to peer mentorship, high touch success coaches, and embedded tutors in high basic skills and high attrition courses:
 - a. Accelerated pathways in Mathematics & English;
 - b. Innovation in acceleration and contextualized pathways for ESL; and
 - c. Implementation of a new class scheduling system that draws on analytics from student education plans and anticipates and provides the courses necessary to enable students to achieve their goals.
- **ESL/Basic Skills** – we are working to close the identified achievement gaps after 3-5 years of full implementation of these integrated goals
 - a. Accelerated pathways in Mathematics & English
 - b. Innovation in acceleration and contextualized pathways for ESL
 - c. Development of non-credit programs that are aligned to student need and interest which leading to living wage career and the option to pursue a credit bearing pathway
- **Earned Degree/Certificate** – we are committed to eliminating all gaps for Native American/American Indian, Former Foster Youth, and African American students by 2025 by incorporating these integrated plans
 - a. Incorporation of career exploration as a core component of college student education planning efforts; integration of a Career Action Plan (CAP) in all equity programs/departments
 - b. Professional development from an equity lens that bring focus to equitable teaching practices that accommodate differences in the contexts of student’s learning – not to treat all students the same.
 - c. Accelerated pathways in Mathematics & English
 - d. Innovation in acceleration and contextualized pathways for ESL
 - e. Implementation of new class scheduling system that draws on analytics from student education plans to remove barriers to degree and certificate completion.
- **Transfer to 4 year college** – committed to eliminating all gaps for Native American/American Indian, Former Foster Youth, and African American students by 2025 as we implement these integrated goals
 - a. Defined interest areas, degree templates and academic maps designed to make academic requirements and sequences more clear and accessible, and to remove barriers that delay students’ progress, particularly for underrepresented students, toward earning credential or transferring.
 - b. Professional development for faculty that include ways to engage them in understanding how their practices may communicate assumptions that students perceive as discouraging, alienating, or even hostile. We are focused on building authentic opportunities and incentives for faculty and staff to learn and engage in changing their practices.
 - c. Our re-engineering efforts to incorporate career exploration as core component of college student education planning efforts and integration of a Career Action Plan (CAP) – while being mindful of implementation in all equity programs/departments

The college has provided an interactive student equity dashboard online for the college community to raise awareness and understanding on what is needed to reduce equity gaps among disparately impacted student populations and our ongoing work in all equity programs. This information can be accessed easily by [clicking here](#).

Resource Allocation Summary for 3 fiscal years

Sierra Joint School District

| Expenditures (with object codes) | 2014-15 | 2015-16 | 2016-17 |
|--|----------------|------------------|------------------|
| Actual Allocation | 747,162 | 1,388,363 | 1,400,110 |
| additional one time allocation | 0.00 | 107,000 | TBD |
| Personnel Totals (1000,2000) | 493,648 | 793,566 | 818,411 |
| Benefits Totals | 128,438 | 337,437 | 340,950 |
| <i>Faculty Salary (1210, 1220, 1225, 1410, 1411, 1430)</i> | 134,688 | 386,305 | 298,129 |
| <i>Management Salary (1230, 1250, 2150)</i> | 344,593 | 193,030 | 217,245 |
| <i>Classified Salary (2000)</i> | 13,128 | 169,723 | 201,803 |
| <i>Student Help (2301, 2304)</i> | 1,239 | 44,508 | 101,234 |
| Supplies Totals (4000) | 4,676 | 5,512 | 13,090 |
| Operational Expenses Totals (5000) | 112,983 | 234,478 | 184,400 |
| <i>Professional Development (5220,5110,)</i> | 35,168 | 194,427 | 173,871 |
| Equipment-Capital Outlay Totals (6000) | 1,945 | 109,658 | 57,820 |
| Direct Student Aid Totals (7610) | 5,472 | 15,010 | 34,379 |
| Total Expenditures (including carry forward) | 747,162 | 1,495,661 | 1,449,050 |